

**INFLUENCE OF PARENTS' INVOLVEMENT ON STUDENTS'
ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL
STUDENTS IN OVIA NORTH EAST LOCAL GOVERNMENT OF
EDO STATE**

By

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**DEPARTMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

SEPTEMBER, 2023

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL FULFILMENT
OF THE REQUIREMENT FOR THE AWARD OF BACHELOR OF
SCIENCE B. SC. (EDU) DEGREE IN ECONOMICS.**

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CERTIFICATION

We the undersigned certify that this project was carried out by **Anna Makuochukwu EBOH** in the Department of Educational Management, Faculty of Education, University of Benin, Benin City as adequate in scope and quality for the partial fulfilment for the award of B.sc (Ed) degree in Economics.

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DEDICATION

This project work is dedicated to God Almighty, the giver of life, wisdom and grace for seeing me throughout this project work and to my sponsors, Mr and Mrs Simon EBOH for their support, care and prayers during the course of writing this project work.

ACKNOWLEDGEMENT

The researcher's sincere gratitude goes to Almighty God, the Creator of the universe, her provider, for His provision, love, and grace He showed unto her throughout her academic programme at the University of Benin, Benin City.

She also appreciate her supervisor Dr. (Mrs.) N. C. MARCHIE, for her excellent direction, constructive suggestions, detailed corrections, support and encouragement to make this project work a success. She also appreciate the Dean, Prof. O.K.. OMOROGIUWA, the Head of Department, Dr. (Mrs) U. MOMOH and all her lecturers who impacted the knowledge she needed to successfully complete her academic programmes at the University.

The researcher's appreciation goes to her parents Mr. and Mrs. Simon EBOH for their tremendous financial support, care, love, guidance and prayers, I'm forever grateful. May God bless you both and replenish your pockets in Jesus name AMEN. The researcher is forever grateful for the unalloyed support and motivation received from Mr and Mrs. Maurice IGUGU, thank you for your support, encouragement and prayers. She is forever grateful to many others whose names may not have been contained

in this piece of write up, for their support and assistance. May God remember you all in your time of need, Amen

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ABSTRACT

This study examined the influence of parental involvement on students' academic performance in public secondary schools in Ovia North East Local Government of Edo State.

The descriptive survey design was adopted for the study. The population of the study consists of 5973 students in all public secondary school in Ovia North East Local Government of Edo State. The sample for this study consist of one hundred and twenty (120) JSII students purposively drawn from 10 secondary schools in Ovia North East Local Government of Edo State. Research question one and two were answered while two sample independent t- test was used to test hypotheses one and Fisher's z test statistics was used to test hypothesis two at 0.05 level of significance.

The findings showed that: parental involvement in public junior secondary schools in Ovia North East Local Government Area is high, students academic performance in Ovia North East Local Government Area is high., there is a significant relationship between Parental Involvement and Academic Performance in Public Junior Secondary Schools in Ovia North East Local Government Area. Based on the findings, it was recommended that secondary schools in Ovia North East Local Government Area should increase communication opportunities between schools and homes through introducing various opportunities and modalities that are imperative for involving all parents and care givers in the schooling process of their children

CHAPTER ONE

INTRODUCTION

Background to the Study

The training and development of a child is naturally in the hands of the parents because they are central figures in their child's socialization and education (both formal and informal) to become responsible and productive members of the society. This is congruent with common assertion of sociologists that education can be an instrument of cultural change whose foundations begins from home. Hence, parental Involvement is the active ongoing participation of a parent or primary caregiver in the education of a child. According to Lemmer (2012) different researchers have defined parental role in education differently because the needs and circumstances vary from country to country. Parent involvement means the participation of parents in regular, two-way and meaningful communication involving students' academic learning and other school activities including

ensuring that parents play an integral role in assisting their child's learning, parents are encouraged to be actively involved in their child's education at school, and parents are full partners in their child's education and are included, as appropriate in decision making and on advisory committees to assist in the education of their children (Adekunle, 2017).

Parental involvement in children's education can be seen as the act of engaging parents in instructional matters, predominantly in the home and also in the school (Barnes, 2018). Attending parent teacher meetings, participation in extracurricular activities, observing grades scored, assisting in completing homework, imparting moral values and motivating the children are various aspects of parental involvement. Parent involvement in children's education has become an important factor for building these parent-child relationships and improving children's path to educational success. The two most influential settings in which children learn and develop occur at home with their parents and also at school with their teachers.

Jaiswal (2017) believed that the home and school create overlapping spheres on children's development and academic performance and the collaboration between these two spheres can greatly influence the educational outcome of the children

The entire educational system at all level revolves around the academic performance of learners. Academic performance is frequently defined in terms of examination performance. It is an indication of what the students have learned or what skills the students have mastered. This is usually measured through assessments like standardized tests, performance assessments and portfolio assessments. Academic achievement, as measured by examination results, is one of the major goals of a school system. Poor/low grades are always considered poor academic performance while high/good grades are considered good academic performance. Thus, academic performance is used to measure the effectiveness of an education system. It is not only the educational institutions who have high expectations from their students in this regard but parents

also do have high hopes, because it is generally believed that high academic performance leads to bright future and greater career options (Kilonzo, 2017). Generally, academic performance is assumed to be knowledge acquired and marks given by teachers after assessing their understanding. But from educational perspective it is a goal of developing an individual intellectually by teachers or educational institutions during a particular time period. Academic performance/ achievement is the extent to which a student, teacher, or institution has attained their short or long-term educational goals and is measured by continuous assessment. This process of knowledge acquisition is to be gauged by continuous evaluations or examinations.

The influence of parental involvement on student academic achievement has been recognized by teachers, administrators, and policy-makers who consider parental involvement to be one integral part of new educational reforms and initiatives. Research findings had also shown that a continued effort of parental involvement

throughout the child's education can improve academic achievement (Hong Ho, 2005; Akinsanya, 2011) Children are more likely to have higher academic achievement levels and improved behaviour when families are involved in their education.

Statement of Problem

It has been observed by the education stake holders that in spite of all the efforts put in place by schools and teachers in ensuring that students comes out with excellent academic performance, however, it appears that most students tend to perform poorly academically. Could it be that parents have a role to play in achieving excellent academic performance of students? It is against this background that the researcher seeks to find out if parents involvement has any influence in the academic performance of students in public secondary schools in Ovia North East Local Government Area of Edo State.

Research Questions

Four research questions were raised to guide the study

1. What is the level of parents' involvement in their children's academic performance in public secondary schools in Ovia North East Local Government of Edo State?
2. What is the level of students academic performance in public secondary schools in Ovia North East local Government of Edo State?
3. Is there any significant relationship between parental involvement and students' academic performance in public secondary schools in Ovia North East local Government of Edo State
4. Is there any significant difference between parental involvements in students academic performance in public secondary schools in Ovia North East Local Government of Edo State based on sex?

Hypotheses

Ho₁: Is there a significant relationship between parental involvement and students' academic performance in public secondary schools in Ovia North East local Government of Edo State?

Ho₂: Is there any significant difference between parental involvements in students academic performance in public secondary schools in Ovia North East Local Government of Edo State based on parents sex?

Purpose of the Study

The main purpose of the study is to examine the influence of parental involvement on students' academic performance in public secondary schools in Ovia North East Local Government of Edo State. Specifically, the study sought to

- a. investigate the level of parents involvement in their wards academic performance in public secondary schools in Ovia North East Local Government of Edo State

- b. determine the level of academic performance in public secondary schools in Ovia North East local Government of Edo State
- c. find out if there is any significant relationship between parental involvement and students' academic performance in in public secondary schools in Ovia North East local Government of Edo State
- d. ascertain if there is any significant difference between parental involvement in students' academic performance in public secondary schools in Ovia North East Local Government of Edo State based on parents sex.

Significance of the Study

The findings from this study will show the school the level of parental involvement in their wards educational pursuit and make recommendations as to how to improve their involvement if necessary. This study will also be significant because the findings could stimulate parents school managers teachers, students and the

society's awareness on the importance of parental involvement. The findings of the study will also assist school administrators and curriculum planners to develop strategies that would reduce negative effects of poor parental involvement on academic achievement of students. The findings of this study would be useful to school proprietors, government school administrators and parents in understanding the influence of parental involvement on academic achievement of students in secondary schools Finally, the findings of the study will act as a reference point to other interested researchers interested in this area of research.

Scope /Delimitation of the Study

The study is aimed at investigating the influence of parental involvement on students' academic performance in public secondary schools in Ovia North East Local Government of Edo State. The study is delimited to all public secondary schools in Ovia North East Local Government Area of Edo State

Definition of Terms

The following terms are operationally defined as used in this study

Parental Involvement: Participation of parents in their children's school activities

Academic Performance: This refers to the performance that falls within specified standard. The specified standard is usually called pass mark and the pass mark is score above average which students are considered having passed and below which students are considered having failed

CHAPTER TWO

REVIEW OF RELATED LITERATURE

- Concept of Prenatal Involvement
- Concept of Students Academic Performance
- Level of Academic Performance of Students in Public Secondary Schools
- Parental Involvement and Students' Academic Performance
- Relationship between Parental Involvement and Students' Academic Performance in in Public Secondary Schools based on Sex
- Summary of Reviewed Literature

Concept of Parental Involvement

Undoubtedly, parents are the first teachers of their children where the latter are trained the fundamental moral values of life before they attend any formal educational setting such as schools. A child's parents lay the psychosocial, moral and spiritual foundations in the overall development of the child. Parents are the first teachers

of their children; they are responsible for transmitting fundamental moral values of life into their children before they attend any formal educational setting such as schools. According to Ojimba (2013), parents are the preparatory foundation of any society, community and nation. It is the duty of parents/families to assist and give their children all the necessary support so that they will be able to become profitable and important citizens of the nation. Eze (2022) stated that parents are the first teachers at home and potential in early literacy skills acquisition of their children for higher academic progress and positive attitude towards learning can be achieved if parents become more involve in their children academic activities.

Parental involvement is defined as resources, strategies, actions that parents use to develop social and academic orientation among students. The effective strategies that parents use are parental support, collaboration, and interaction with society. Parent involvement according to Epstein in Ojiekor (2019) means the participation of

parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including ensuring that (a) parents play an integral role in assisting their child's learning; (b) parents are encouraged to be actively involved in their child's education at school; and (c) parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child" (School). Parental involvement in children's education can be seen as the act of engaging parents in instructional matters, predominantly in the home and also in the school.

According to Altschul (2012), home based parental involvement include assisting students with homework, engaging them in talks concerning the school having high expectations, encouraging school success and providing conducive environment for learning. On the other hand, school based parental involvement include volunteering at school, taking part in school events and school organisations as well as maintaining communication with teachers and school staff.

According to Epstein model, parental school involvement is outlined into different indices; communicating, volunteering, home-learning and decision-making. Communicating is an effective form of school-to-home and home-to-school communications about school programs and children's progress in school (Bower et al, 2011). Volunteering means creating ways for families to be engaged in school, it increases parental involvement by which parents feel welcomed and making sure they know that their support and assistance is needed and greatly appreciated. Decision-making therefore is a process that includes the parents, teachers, administrators and community members in making decisions about how a school operates (Callison, 2014).

Parental involvement in the academic performance/achievement of students has remained the focus of academic research, policy makers, educators and public debate. Lemmer, (2012) stated that because of the varying needs and circumstances from one country to another, the role of parents in education has been identified differently. Nadenga (2015) described parental involvement as

awareness of and involvement in school work, understanding of the interaction between parenting skills and the student success in schooling and a commitment to students. Parental involvement has been categorized into two forms; home based and school based.

Parental Involvement [PI] is the support of parents in their kids' education with the willpower of ratifying their studies. PI is known among investigators, legislators, and instructors.

Accordingly, National Education Association (NEA, 1999) says parent's involvement means:

- Reading to your children
- Checking homework every night
- Discussing your children's progress with teachers
- Voting in school board elections
- Helping their school to set challenging academic standards
- Limiting television viewing on school night.

Explaining further, NEA emphasized that it could even be as simple as asking your children, "How was school today?" But ask every

day, NEA added. This, the author says would send your children the clear message that their school work is important to you and you expect them to learn. For Cotton and Wikelund (2011) parents involvement means parents being more involved in helping their children to improve their schoolwork by providing encouragement, arranging for appropriate study time and space, modeling desired behaviour (such as reading for pleasure, monitoring homework and actively tutoring them). The author further declared that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at home. He observed that children who practice reading at home with parents make significant gains in reading achievement compare to those who only practice at school. These are also the views of Evans (2000); Mendelsohn (2001) and Sharif (2001) all cited in center for community child health (CCH, 2004) that regular shared reading positively correlated with vocabulary development

Vijaya, (2016) categorized two major types of parental involvement in their children's education: (1) parental involvement in school, and (2) parental involvement in their children's learning activities at home. Both of these major types are examined below under separate headings.

Parental Involvement in the School

Parental involvement in school refers to parents who come to school as part of an audience or as visitors to encourage and to support school events, or as volunteers who can be classified as tutors or mentors to students, and as helpers who assist teachers in classroom and school activities. A newer and growing form of parental involvement in school also refers to parents' participation in governance and advocacy to assist school administrators (Vijaya, 2016) Parents as part of an audience or visitors contribute a great deal to the school by responding to invitations to watch children's performances in musical events, dramatic productions, sport activities, science projects, curriculum fairs and so on. Such activities provide

parents with an opportunity to see their children's academic as well as co-curricular projects on display. Parental presence as an audience at graduation and award ceremonies not only affirms the children's self-worth and helps children to become more intrinsically motivated and thus encourages children to do better. This presence also provides recognition for the educators who work in preparing children for these great moments.

Parents as volunteers (helpers, tutors, mentors) assist in classrooms as well as in other areas of school activities. In classrooms, parents provide help to teachers, check homework, and other assignments. As tutors, parents listen to children reading aloud individually as well as in small groups or other such activities. As tutors, parents provide remedial tutoring to the children in need, help children to select appropriate literature in the library, or assist in computer-based instruction, and so forth. Parents as mentors collaborate with teachers as problem solvers. Parents as volunteers take part in field trips, sports programs, fund-raising, and so forth.

Thus, parents as helpers, tutors, and mentors in school can be very effective in supporting children's learning at school (Ofosu-Asiamah,, 2014)

Parental involvement in school governance (administration) refers to parents' participation in policy and decision making. It also refers to parents who serve as monitors of changes instituted for school improvement (Epstein, 1988). Parents in governance participate as voting members of school councils, steering committees, advisory councils and other committees or groups at the local level. When parents are involved in governance of the school of their children, they provide input to policies that affect their children's education. Through parents' participation in governance, school faculty and administration become aware of parent perspectives of school policy development. When parents serve as members of a governing body of the school, they not only feel supportive of their children's learning environment, but also that their children's rights are protected (Ofosu-Asiamah, Ofosu-Asiamah, 2013)

Parental Involvement in the Home

Most parent groups and educational authorities agree that children's learning is supported when parents fulfill their basic obligations as parents. The parents' obligations include providing for their children's health and safety as well as developing parenting skills and child-rearing practices that prepare children for school, maintain healthy child development across the grades, and build positive home conditions that support school learning and behavior throughout the school years. For instance, parents make sure their children get sufficient rest, are fed an ample and nutritious diet, get to school regularly and on time, are dressed appropriately for the weather, have clean clothes to wear, and have a quiet and a well-lit place to study at home. McNeil (2014) noted that the home environment has such a strong effect on learning because "87% of a student' time is normally controlled by the parents". This "at-home" time can strongly influence school productivity and, if academically

stimulating conditions are maintained, will dramatically increase the student's total learning time.

Recognizing that parent involvement can be with the child, school personnel, or other parents is important because not all strategies of involvement are likely to yield the same result. In fact, one of the confusing aspects of the literature is that so many different conceptualizations of parent involvement are relied upon, and these conceptualizations cut across the domains (child, school, parents) with little discussion of the implications. Why is this important? Because some forms of parent involvement are likely to more greatly affect student attitudes and behaviors, while other forms more greatly affect achievement. In the current literature, the two most widely used “domains” of parent involvement include parent-child and parent-school involvement, which are the focus of this research.

When parents are involved in their children’s education, it enhances commitment and interests (World Education Forum

Conference, WEFC, 2000). Therefore, it is ideal for educationalist to ensure all challenges that are thought to hinder parental involvement are worked through, particularly in senior secondary schools where currently students' academic achievement is declining. The argument as opined by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2003) draws strong support on how parents are vital in children's schooling in the way of demanding policy which act upon constraints that limit parents in monitoring children education in senior secondary schools.

Ndebele (2015) determined that strong association between students' performance and parents' determination towards education. The better progress of students is the result of hard work of parents and helping them. Social factors are responsible for education. The study of Caspe, Lopez, and Wolos (2007) revealed that children in elementary classes experience imperative progressive alterations like environmental adaptation, logical reasoning, and positive manners. The social understanding developed at this level and children

improve their knowledge through relations with peers, teachers, and families. Barnard (2004) assumed that after elementary level, students become more autonomous and broaden their relationship with community, teachers, and peers. They develop different types of skills.

Research studies reveal that with the positive interaction of families and school administration, the learners learn with more enthusiasm (Miedel & Reynolds, 2000). At national level, Parental Involvement with academic performance of students was strongly felt. Majority of studies emphasized on effect of socio economic status on achievement (De Fraja, 2010). When parents help in reading assignments of students, they feel satisfaction and motivation to complete the assignment. Olatoye and Agbatogun (2019) investigated the achievement of pupils in the public and private primary schools in mathematics and science. The descriptive survey research design was employed to carry out this study. Four hundred and eighty (480) pupils from thirty primary schools in Ogun State,

Nigeria were randomly selected for this study. From the results of this study, parental involvement accounts for 16.1% of the total variance in mathematics achievement of primary school pupils and 13.5% of the total variance in pupils' achievement in science. It shows that parental involvement is an important predictor of mathematics and science achievement.

Ademola and Agbatogun (2009) investigated Parental involvement as a correlate of pupils' achievement in mathematics and science in Ogun State, Nigeria. The descriptive survey research design was employed to carry out this study. Four hundred and eighty (480) pupils from thirty primary schools in Ogun State, Nigeria were randomly selected for this study. From the results of this study, parental involvement accounts for 16.1% of the total variance in mathematics achievement of primary school pupils and 13.5% of the total variance in pupils' achievement in science. It shows that parental involvement is an important predictor of mathematics and science achievement. There exists a significant

difference in the parental involvement of public and private primary school pupils. Private school pupils enjoy more parental involvement than their counterparts in the public schools.

Enemu and Onyenwe (2020) carried out to investigate the extent of parental-school involvement on pupils' academic performance in Anambra State. Four research questions and four null hypotheses guided the study. It adopted a descriptive survey research design. Two research questions guided the study. The population of the study consisted of 10,369 primary school teachers and 65,406 parents in Anambra state. Data were collected using two structured questionnaires titled "Teachers Response on Parental School Involvement Questionnaire (TRPSIQ) and parent's response on school involvement questionnaire (PRSIQ). The findings revealed that teachers and parents rated to a great extent parental involvement in child home-school communication and school volunteering for improvement in pupil's academic performance

Kwaji and Kwanye (2019) determine the impact of parental involvement on students' academic achievement in public and private senior secondary schools in Mubi-North Local Government Area, Adamawa State. Two instruments was used to collect data from 192 students and parents selected from 28 private and public senior secondary schools using quota sampling technique. Mean, standard deviation, t-test and ANOVA was used to answer five research questions and test two null hypotheses respectively. Parental involvement was found to be important in determining good students' academic achievement and organizing parents' day in schools, calling a meeting twice in a year, creating more associations like School Base Management Committee are strategies for improving parental involvement.

Concept of Students Academic Performance

Performance involves level of competency, proficiency, knowledge and skills acquire. It is accomplishing whatever goals one sets for oneself which is done what one wants to do within the

limits of the law, overcoming obstacles and attaining a high standard (Kilonz, 2017).

Academic performance is the state or level of person's skill, the range, depth of his knowledge and his proficiency in a designed area of learning and behavior. Academic performance is the outcome of education, the extent to which pupil's teachers, or institutions have attained their educational goals. It is commonly measured by examinations or continuous assessment Bossaert (2011) defined academic performance as what a learner is able to accomplish by execution of class work in school. Academic performance shows the effectiveness of a program in terms of pupils' outputs and in terms of understanding in the acquisition of knowledge and skills. Academic performance of pupils cannot be separated from their family situation and the degree of family connectedness.

According to Ba,odele and Kasah (2022), academic performance refers to the educational outcome, or the degree to which a student, instructor, or institution has attained their

educational goals. Academic achievement is defined as the ability to learn and remember information, as well as the ability to communicate vocally or in writing what one has learned. Student's academic achievement implies understanding of the goals of the disciplines to which they are exposed in school. Generally academic performance is assumed to be knowledge acquired and marks given by teachers after assessing that understanding. But from an educational perspective it is a goal of developing an individual intellectually by teachers or educational institutions during a particular time period. Academic performance/ achievement is the extent to which a student, teacher, or institution has attained their short or long-term educational goals and is measured by continuous assessment

Aremu and Adios in Ebohon (2016) posited that academic success is the fundamental premium upon which all teaching learning activities are measured, using the same criteria for excellence. Academic failure is not only frustrating to the student and the

parent, its effects are equally grave in the society in terms of dearth, of manpower in all sphere of the economy and polity. In view of its importance, especially as relevant to future national development, academic performance has commanded the attention of concerned expert teacher, educational psychologist, and sociologist, guidance.

Academic performance of students especially at the secondary school level is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the nation in general. Academic achievement of learners has attracted attention of scholars, parents, policy makers and planners. Adeyemi & Adeyemi (2014) opined that the major goal of the school is to work towards attainment of academic excellence by students. According to him, the school may have other peripheral objectives but emphasis is always placed on the achievement of sound scholarship. Every learner is expected to record high academic achievement at the end of his or her course of study. Academic performance in school is evaluated in a number

of ways; for regular grading student students demonstrate their knowledge by taking written and oral tests, performing presentations, submission of homework and participating in class activities and discussion. Teachers evaluate in the form of assignment, test and examination to describe how well a student has done. Poor academic achievement is a performance that is adjudged by the examiner and some significant others as falling below an expected standard.

According to Kalikwu (2019), academic performance in school is evaluated in a number of ways. For regular grading student students demonstrate their knowledge by taking written and oral tests, performing presentations, submission of homework and participating in class activities and discussion. Teachers evaluate in the form of assignment, test and examination to describe how well a student has done. Poor academic achievement is a performance that is adjudged by the examiner and some significant others as falling below an expected standard

Level of Academic Performance of Students in Public Secondary Schools

Education remains the largest industry and government continues to ensure that funds, instructional material and teaching personnel are made available for the sector. Government has also continuously encouraged secondary education by adopting the social demand approach towards planning the sector and by subsidizing the Senior School Certificate Examinations (SSCE) fee in the some States in Nigeria. Of course, despite the efforts being made towards ensuring that citizens have equal educational opportunities as well as making other training facilities readily accessible to the users so as to improve students' academic performance in both internal and external examinations.

Ndebele (2015) observed that all is not well with the system as a result of the poor performance of students recorded in public examinations in the recent years. Ndebele opined that considering government huge investment in public education, its output in terms of quality of student has been observed to be unequal with

government expenditure. Consequently, upon the observed deterioration in the academic achievement of secondary school students in public secondary school one wonders if the high failure rate and the poor quality of students is not a reflection of the teacher's quality in the schools. It is probably for this reason that Ibukun (2009) asserted that no education system can rise above the quality of its teachers. In other words, the effectiveness of teachers in classrooms interaction with the student could be responsible for the observed poor performance of students and the widely acclaimed falling standard of education in Nigeria.

Over the years, researchers Kaukab (2014); Thornton (2015); Jaiswal, (2017) among other have maintained that academic performance of students have been wobbly and that this menace of the unstable academic performance among secondary school leavers have stared at parents, government, society, teachers and other educational stakeholders in the face. In addition, Annisia (2015) have shown in their various studies that the level of academic

performance of students in public examination has no doubt made parents lost confidence in the ability of some public secondary schools to produce good products

The issue of poor academic performance of students in Nigeria has been of much concern to all and sundry. The problem is so much that it has led to the widely acclaimed fallen standard of education in some state and Nigeria at large (Vijaya, 2016). Some of these problems as agreed by educators and critics that most secondary school teachers have an important influence on student academic achievement and they play a crucial role in educational attainment. The West African Examination Council Examiners Report (2018) has likewise confirmed the pattern of poor academic achievement among secondary school students (WAEC). The following statistics on the performance of Nigerian students in secondary schools in public examinations were provided by the WAEC result analysis in Osun state for the years 2012, 2013, 2014, 2015, and 2016. Over the years, the percentages of students that

passed were reported to be 22.2, 20.5, 18.5, 21.7, and 46.3 percent. According to the findings, the proportion of Osun State students who passed with five credits in subjects such as English and Mathematics fell to a record low of 18.5 percent of all students who sat for the exams in 2014. That is, during the five years, less than a quarter of the pupils who appeared for the May/June West African Senior Secondary School Certificate Examinations received credits in five subjects, including English and mathematics (WAEC, 2012-2016). In the instance of the Osun state WAEC analysis, the data show a five-year period of significant increase in student performance, with a climax of 46.3 percent in 2016.

Adepoju (2011) carried out a study on Secondary School Students' Academic Performance at the Senior School Certificate Examinations and Implications for Educational Planning and Policy in Nigeria. This study assessed and investigated the academic performance of secondary school students in two principal subjects (English Language and Mathematics) at the Senior School Certificate

Examinations (SSCE) in ten secondary schools typical of urban and rural locations in five randomized Local Government Areas of Oyo State, Nigeria between 2005 and 2007. The result among other things revealed that, there was a marked difference in the performance of students in urban and rural schools at the SSCE with impressive means scores obtained in urban schools

The issue of declining academic performance of students in Nigeria secondary schools has generated much interest among stakeholders in the education sector in Delta State. The quality of education and performance of students depends on the teachers as reflected in the discharge of their duties. Over time pupils' academic performance in both internal and external examinations had been used to determine the effectiveness of teachers and teaching (Ajao, 2001). This was buttressed by Ogunsaju (2018) that the academic standard of students in all Nigerian educational institutions has fallen considerably below societal expectations. Teachers have been known to have important influence on students' academic achievement and

they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students. Both teaching and learning depend on teachers: no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher.

Baodele and Kasah (2022) noted that poor external results across Nigerian students, especially those in senior secondary schools, have become an issue of frustration for prior governments and key players in the school system. Over the decades, the majority of the learners who sat for the May/June West African Examinations Council (WAEC) and November/December National Examinations Council (NECO) examinations have failed in large numbers, not only in terms of overall performance, but also in core subjects like English, Mathematics, Sciences (Biology, Physics, Chemistry), Geography, Vocational and Technical Studies, and History, where a high rate of failure has been a recurring feature of the examinations.

The data provided by the National Examination Council (NECO) and the West African Examination Council (WAEC) are typical (WAEC).

Relationship between Parental Involvement and Students' Academic Performance

The training and development of a child is naturally in the hands of the parents because they are central figures in their child's socialization and education (both formal and informal) to become responsible and productive members of the society. This is congruent with common assertion of sociologists that education can be an instrument of cultural change whose foundations begins from home (Uchendu, 2007). More importantly, the interactions between parents and their children are the most common connections held during a child's early years before entering primary school. Parental school involvement, like many other variables such as the students, teacher and school variables, are important determinants of academic performance.

Education policies and programmes in Nigeria like UNESCO (2000) and Lareau and Manoz (2012) recognize the roles of parents in education through decentralization, in which parents are involved in education of their children's. Experiences from schools indicate

that parents are doing less to fulfill their responsibilities of paying school fees, attending parents-teacher meeting, contacting to school about students' academic progress and attendance which is contrary to the expected aim of these policies.

Abdul-El-Fattah (2006) argues that parental involvement has been seen as a mechanism for raising the level of students' academic progress. Attempts and efforts had been made by States and Federal governments in Nigeria in terms of programmes, policies, and practices like Parent Teacher Associations (PTA), School Based Management Committees (SBMCs); and the Whole School Development Planning (WSDP) to encourage and facilitate strong parents-school linkages. For Abdul-El-Fattah, PTA is an instrument of community participation in education. These programmes were aimed at providing platforms for parents, guardians, sponsors and teachers in primary, secondary, and tertiary educational institutions to meet, exchange views deeply, analyze issues and take and effectively

pursue implementation of decisions on matters affecting education in Nigeria with the appropriate agencies.

The issue of parents' involvement in learners' academic performance has become the subject of intense debate globally, triggering a contest for academic performance systems that are According to the findings from Bodele and Kasah, (2022) parent participation in class events has an influence on learners' career advancement and the effectiveness of the school (Ba,odele and Kasah, 2022). Parental involvement boosts school effectiveness due to the obvious relationship that will have been established between the teachers and the students. The most important thing for school officials to do is to establish an atmosphere that nurtures parents to be involved in their children's future. Parents should be consulted not only when a donation activity is planned, but also when less major events occur. Parents can assist their children in developing in a variety of ways. In Nigeria, Parents, Teachers, and Pupils Associations (P.T.A) have lately been formed as a demonstration of

the stakeholder' dedication to learners achieving the school's objectives. The institution's aim is to enhance appropriate school discipline, regulate individuals' activities, or facilitate school fee. Oslen and Fulle (2016) mentioned that parental involvement is beneficial to students who consistently completed their home-work. McNeal Jr's (2014) demonstrated that parental involvement in the form of Parent Teacher Organisations meetings has a strong association with 8th grade students' science achievement. However, it had a weak or no significant relationship with absenteeism, homework and truancy. Amprosah (2018) indicated a positive association of students' academic performance with parental involvement. Vijaya (2016) observed that students whose parents are actively involved in their academic are better both in behaviour and academic performance.

Some other studies have reported negative/low association between parental involvement and students' academic performance, (e.g. Domina 2005); Hill and Tyson (2009) in a meta analytical

study, indicated that parents' school based involvement (e.g. volunteering at school and presence at school events) had a moderate association with achievement. On the other hand, Fan (2001) revealed that communication with teachers had a negative association with students' academic performance. Tokac and Kocayoruk (2012) showed that parents' attendance at school events negatively impacted on middle school students' achievement in Maths. They suggested that this adverse effect might be that parents collaboration could pressure the students and this affected students' achievement.

Shafqat Zahida Sabahat & Asif Iqbal (2018) study was an intention to find out the correlation between students' performance and parental involvement at secondary level. The population includes all the public sector secondary schools in district Faisalabad. Fifty schools were selected randomly. Data were collected from parents of the 9th class students with the help of questionnaire Parental Involvement Inventory [PII]. The results revealed that there was

strong positive and significant relationship between parental involvement and academic performance of students. All the indicators were also positive and strongly correlated with the academic performance. It was evident that the parents of female students had strong association with their studies as compared with parents of male students. In the same way, parents of urban areas and science students had great influence on the progress of their students as compared with parents of rural and arts students.

Kwaji, Kwanye, Iliyam & Ballah (2019) conducted study to determine the impact of parental involvement on students' academic achievement in public and private senior secondary schools in Mubi-North Local Government Area, Adamawa State. Review of related studies claimed that parental involvement on students' educational practices lead to a better academic achievement than when they are not involved. Descriptive survey research design was adopted for the study. Two instruments was used to collect data from 192 students and parents selected from 28 private and public senior secondary

schools using quota sampling technique. Parental involvement was found to be important in determining good students' academic achievement and organizing parents' day in schools, calling a meeting twice in a year, creating more associations like School Base Management Committee are strategies for improving parental involvement.

Asiimwe and Nabitaka (2022) focuses on the relationship between parents' involvement and student academic performance in Lyantonde district, Uganda. The study utilised a mixed method research approach, employed a descriptive survey which attempts to describe what is in the social system such as a school and investigated the parents' involvement in different schools. The study indicated that there is a moderate positive and significant relationship between parents' involvement and student's academic performance. The study concluded that parents should engage themselves in their children's education, fathers should be equally involved in their children's education so as to enhance performance, parents should

consequently improve education activities at home, and increase their participation in education activities at school. School progress with children, paying school dues, actively monitoring and helping in school work enhances students' academic performance

Parental Involvement and Students' Academic Performance in Public Secondary Schools Based on Sex

Parents' sex might play an imperative role in defining a child's ability and academic attainment. Meanwhile, literature has shown the female (women) sex of parents are more likely to involve themselves in activities that would develop the cerebral capacity of their children and help them to perform adequately in school (Goni & Bello, 2016).

It is further explained that the academic needs of children at home are mostly satisfied by educated parents who provide the necessary materials for their progenies in order to enable them to perform extra ordinarily in classroom. Furthermore, children's ability to grow

is significantly associated with the occupation of parents (Akinsanya, Ajayi & Salomi, 2011)

Jaiswal, and Choudhuri (2017) in their study, found that 95% of students reported that they did better in school at least some of the times when they received help with homework from their parents. Studies have shown marked improvement in students' academic performance when their parents are involved with their homework (Keith & Keith, 2010; Kaukab, 2016; Asiimwe & Magunda, 2017). Readiness for school learning especially performance at secondary level depends much on home set up, the home activities, motivation by parent's availability or relevant extra reading materials in the form of text books and kind of guidance available at home. Jaiswal, & Choudhuri, 2017) believe that parents involvement in homework can be a tool to keep parents well informed of the child's strength and weakness in several subject areas particularly reading and arithmetic. Likewise, other educational research has repeatedly established the benefits of effective

homework concur, actively involved parents help to stimulate a child's interest in school and encourage academic performance for students and families' particularly these students with special needs. Assefal and Birhanu (2019) examines the relationship between parental involvement and students' academic achievement in Model Primary and Secondary School of Haramaya University, Oromia Regional State, Ethiopia. Correlational research design was employed to carry out the current study. Questionnaire interview and document analysis were employed to was employed to collect the data from selected respondents. Parental involvement was measured by using self-developed questionnaire with 10 items and eight interview guide questions were used, and students' academic achievement was measured by their recorded scores by their respective grades in the past three years four interview guide questions were employed. The first finding was that there was statistically significant positive relationship between parental involvement and students' academic achievement,

There is evidence that parents' educational will affect students' academic achievement in Mathematics. According to Grissmer (2013), parents' level of education is the most important factor affecting students' academic achievement. Parents' educational background influence the academic achievement of students. This, according to him, is because the parents would be in a good position to be perform well in education and provide the necessary materials needed by him/her.

Musgrave (2000) who said that a child that comes from an educated home would like to follow the steps of his/her family and by this, work actively in his/her studies. He said further that parents who have more than a minimum level of education are expected to have a favoured attitude to the child's education and to encourage the child to show examples in activities of intellectual type such as reading of newspapers, magazines and journals. They are likely to have wider vocabulary by which the children can benefit and develop language fluency. Onoch (1985) concludes that a child from

a well educated family with high socio-economic status is more likely to perform better than a child from an illiterate family. This is because the child from an educated family has a lot of support such as a decent and good environment for academic work, parental support and guidance, enough textual and academic materials and decent feeding. He or she is likely to be sent to good schools where well seasoned teachers will handle his/her subjects. Children's academic achievement was found to be affected by varying family processes. Campbell (2014) said that the home environment and family processes provide a network of physical, social and intellectual forces and factors which affect the students' learning. According to them the family's level of encouragement, expectations, and educational activities in the home are related to socio-economic groups create different learning environments that affect the child's academic achievement. There is no doubt that parents' attitudes help to condition their children's attitudes. A parent who shows complete

disregard for education might have some effect upon his/her children's educational progress.

Research by Rothman (2004), showed that the most important factor associated with the educational achievement of children is not race, ethnicity or immigrant status. Instead, the most critical factors according to him appear to be socio-economic factors. These factors as stated by him include parental educational levels, neighborhood poverty, parental occupational status and family income. He thus concluded that if we do not consider how educational policies complement or conflict with policies related to family welfare, work, poverty, housing and neighborhood conditions, then we will continue to face significant obstacles in attaining the goal of narrowing the achievement gaps. This conclusion clearly points to the fact that differences in socio-economic background of the students breed achievement gaps

It is an admitted fact that the children of educated parents are more confident, resourceful and experienced than the children whose

parents lack education Many studies describe that parents education level plays an important role in the amount of parent involvement and the most of these research have been with secondary school students.

Akinsanya, Ajayi and Modupe (2014) investigated the relative effects of parents' occupation, education and academic motivation of wards on students' achievements in senior secondary school Mathematics in Ogun State, Nigeria. The study employed ex post facto type of research and the sample was selected using the multistage sampling technique. Two thousand four hundred students from 60 selected schools in nine local government areas within Ogun State, Nigeria were involved and two research instruments namely; Students' Questionnaire; and Mathematics Achievement were used. Data were analyzed using multiple regression at .05 level of significance. The result reveals that parents' education has the highest significant influence on the academic achievement of students in Mathematics while the effect of academic motivation had the

least effect among the variables which exerted significant effects on students' academic achievement in Mathematics

Summary of Reviewed Literature

The family is seen to lay the psychosocial, moral and spiritual foundations in the overall development of the child. This chapter focuses on reviewing relevant literature relating to parental involvement and its influence on academic performance of students. In the course of this review, studies on parental involvement, students' academic performance and the relationship between parental background based on sex were reviewed. The influence of the parental level of on the academic performance of their children is evident in all countries. Parental sex is being claimed to be the most positive influential socio-economic factor to children's academic achievement. From the various literatures reviewed, it is glaring that parents remain the first agent of socialization to every child and hence, parents play significant roles in the life of students. It could also be deduced from the literatures reviewed that researchers over

the years have had varying opinions as to the influence of family factors on students' academic performance. Also, majority of the studies known to the researcher were carried out outside Nigeria and the few carried out here were done outside Oredo Local government Area of Edo State. Hence, the need for this study.

CHAPTER THREE

METHODOLOGY

The chapter described the procedure that was adopted for the study under the following sub-headings. Research Design, Population of the Study,. Sample and Sampling Technique, Research Instrument, Validation of Instrument, Reliability of Instrument, Method of Data Collection, and Method of Data Analysis

Research Design

The researcher employed the use of descriptive survey research design. It is descriptive survey because it enables the researcher to collect factual information from a sample of the specified population. This design was found most appropriate for this study because the study uses information from the respondents' on their opinion using a questionnaire.

Population of the Study

The population of the study consists of 5973 (JS2) students from 30 public secondary school in Ovia North East Local Government of Edo State.

Sample and Sampling Procedure

The sample for this study consist of one hundred and twenty (120) SSII students representing 0.02% of the population were purposively drawn from 10 secondary schools in Ovia North East Local Government of Edo State. The reason for adopting the purposive sampling technique is to have equal number of students from the schools selected for the study.

Research Instrument

Two (2) research instruments were used in this study. The first was a structured questionnaire titled “Level of Parental Involvement Questionnaire (LPIQ), it was divided into two (2) parts. Part one will provide information on demographic data of respondent while Part Two contains items to be responded to by respondents

while the second instrument was Students' Academic Performance Checklist (SAPC). This instrument was used to seek information on the students' academic performance in public secondary schools in Oredo Local Government Area of Edo State. It elicited details of number of students enrolled, percentage pass and percentage fail with five (5) Credits in including Mathematics and English Language in WAEC Examinations in the 2021/2022 academic session.

Validity of the Instrument

The instrument was validated by the researcher's supervisor and the corrections made were effected.

Reliability of the Instrument

To help determine the reliability of the instrument, the test retest method will be employed; that means the questionnaire will be administered to 20 respondents from the randomly selected school who will not be part of the study. After two weeks, the same instrument will be administered to the same respondents. The two set of result gathered were analyze to establish the reliability of the

instrument and a coefficient value of 0.721 was obtained which indicates that the instrument was valid.

Method of Data Collection

The researcher personally administered the questionnaire to the selected schools with the help of two trained research assistants. The researcher explain to the respondents in each school the purpose of the study and how to respond to the items on the questionnaire. The questionnaire will be administered and collected on the spot by the researcher.

Method of Data Analysis

Research question one and two were answered while two sample independent t- test was used to test hypotheses one and Fisher's z test statistics was used to test hypothesis two at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, the results from data collected and discussion of findings are presented.

RESULTS

RQ 1: What is the level of level of parental involvement in public junior secondary schools in Ovia North East Local Government Area?

Table 1: Descriptive Statistics of Parental Involvement in Public junior Secondary Schools in Ovia North East Local Government Area

Variable	Mean	SD	Scale mean	N	Sum
				Decision	
Parental Involvement		120	6120	51.10	4.721
	45.00		High		

Table 1 above shows the respondents mean value of 51.10, standard deviation of 4.721 and a scale mean of 45. Since the mean value is greater than the scale mean, it is an indication that the parental involvement in public junior secondary schools in Ovia North East Local Government Area is high.

RQ 2: What is the level of Students' Academic Performance in Public Junior Secondary Schools in Ovia North East Local Government Area?

Table 2: Percentage of Students' Academic Performance in Public Junior Secondary Schools

Number of Schools	Number of Students that Enrolled	Number of Students with five credits including Mathematics and English	Percentage (%)	Number of Students with five credits without Mathematics and English	Percentage (%)
10	2577	2034	79.03	543	20.97

Table 2 above shows that of the 2577 school students from the ten sampled schools, 2034 representing 79.03% had five credits including Mathematics and English while 543 students representing 20.97% with five credits without Mathematics and English in junior secondary school in Ovia North East Local Government Area.

Hypothesis 1: There is no significant relationship between Parental Involvement and Academic Performance in Public Junior Secondary Schools in Ovia North East Local Government Area.

Table 3: Correlation Analysis of Parental Involvement and Academic Performance

Variables	r	Sig (2-tailed)	N
Parental Involvement			
120	0.517	0.002	
Academic Performance			

From the Table 3 above, the correlation coefficient of Parental Involvement and Academic Performance is 0.517 with a p-value of 0.002. Testing at an alpha level of 0.05, the p-value is less than the alpha level of significance ($p < 0.05$) and as such the null hypothesis which states that “There is no significant relationship between Parental Involvement and Academic Performance in Public Junior Secondary Schools in Ovia North East Local Government Area” is rejected. This implies that there is a significant

relationship between Parental Involvement and Academic Performance
Public Junior Secondary Schools in Ovia North East Local
Government Area.

Hypothesis 2: There is no significant difference in the relationship between Parental Involvement and Academic Performance in Public Junior Secondary Schools in Ovia North East Local Government Area based on Sex of students.

Table 4: Fishers Z- Test of Parental Involvement and Academic Performance by Sex

Variables (Sex)	N	r
Zr	Z-cal	Z-value
Male	58	.468
.5105		
		0.278
1.96		
Female	62	.213
.2132		

Table 4 shows the Fishers Z- statistics of Parental Involvement and Academic Performance based on gender. The correlation coefficient value for male students is 0.468 and for female students

is 0.213, with an alpha level of 0.05, the calculated Z of 0.278 is less than the critical value of 1.96. With this, the null hypothesis which states that “There is no significant difference in the relationship between Parental Involvement and Academic Performance in Public Secondary Schools in Ovia North East Local Government Area based on sex of students” is retained. This indicates that there is no significant difference in relationship between parental involvement and academic performance by sex of students in public junior secondary schools in Ovia North East Local Government.

Discussion of Findings

Research question one showed that parental involvement in public junior secondary schools in Ovia North East Local Government Area is high. Parental involvement in public schools has been documented as academically beneficial by educational researchers, supported politically, and valued by many educators and individuals in the general public (Gonzalez-DeHass and Willems, 2003). Hung (2007) and Mwaikimu (2012) both agreed that parental

involvement is a way of making the educational system more selfgoverning, developing more power at the local level and allowing for greater accountability by schools to the society. Moreover, they acknowledged that in general, society needs to increase its level of educational involvement, and that this starts with the support by the parents. This finding does not agree with Bukola (2013) study which revealed that the level of parents' involvement in secondary school education in the areas of provision of instructional materials, curriculum implementation and administration was low. It was recommended therefore that government and other concerned organizations should organize trainings or seminars for head teachers, teachers and parents on the importance and effective ways of involving parents in primary education

Research question two indicated that students academic performance is high. This finding is at variance with researchers such as Kaukab (2014); Thornton (2015); Jaiswal, (2017) among other have maintained that academic performance of students have

been wobbly and that this menace of the unstable academic performance among secondary school leavers have stared at parents, government, society, teachers and other educational stakeholders in the face. This finding does not aling with the general report that academic performance of students is poor, this also disagrees with the position of Baodele and Kasah (2022) who noted that poor external results across Nigerian students, especially those in senior secondary schools, have become an issue of frustration for prior governments and key players in the school system

Hypothesis one revealed that there is a significant relationship between Parental Involvement and Academic Performance Public Junior Secondary Schools in Ovia North East Local Government Area. This is in line with Shafqat Zahida Sabahat & Asif Iqbal (2018) study was an intention to find out the correlation between students' performance and parental involvement at secondary level. The results revealed that there was strong positive and significant relationship between parental involvement and academic performance

of students. All the indicators were also positive and strongly correlated with the academic performance. In the same way, the findings agrees with the findings from Bodele and Kasah, (2022) who stated that parent participation in class events has an influence on learners' career advancement and the effectiveness of the school. Hence, Abdul-El-Fattah (2006) argues that parental involvement has been seen as a mechanism for raising the level of students' academic progress. Attempts and efforts had been made by States and Federal governments in Nigeria in terms of programmes, policies, and practices like Parent Teacher Associations (PTA), School Based Management Committees (SBMCs); and the Whole School Development Planning (WSDP) to encourage and facilitate strong parents-school linkages. For Abdul-El-Fattah. Hypothesis two found that there is no significant difference in relationship between parental involvement and academic performance by sex of students in public junior secondary schools in Ovia North East Local Government. This does not conform with Süleyman (2012) who claimed that mothers

were found to support their children's homework significantly more than fathers

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study examined the influence of parental involvement on students' academic performance in public secondary schools in Ovia North East Local Government of Edo State. Specifically, the study sought to investigate the level of parents involvement in their wards academic performance in public secondary schools in Ovia North East Local Government of Edo State, determine the level of academic performance in public secondary schools in Ovia North East local Government of Edo State, find out if there is any significant relationship between parental involvement and students' academic performance in in public secondary schools in Ovia North East local Government of Edo State and ascertain if there is any significant difference between parental involvement in students' academic performance in public secondary schools in Ovia North East Local Government of Edo State based on parents sex. The population of the study consists of 5973 (JS2) students in all public

secondary school in Ovia North East Local Government of Edo State. The sample for this study consist of one hundred and twenty (120) JSII students purposively drawn from 10 secondary schools in Ovia North East Local Government of Edo State. Research question one and two were answered while two sample independent t- test was used to test hypotheses one and Fisherz was used to test hypothesis two at 0.05 level of significance. The findings shows that:

- Parental involvement in public junior secondary schools in Ovia North East Local Government Area is high
- students academic performance in Ovia North East Local Government Area is high.
- there is a significant relationship between Parental Involvement and Academic Performance in Public Junior Secondary Schools in Ovia North East Local Government Area.
- there is no significant difference in relationship between parental involvement and academic performance by sex of

students in public junior secondary schools in Ovia North East
Local Government

Conclusion

The influence of parental involvement on student academic achievement has been recognized by teachers, administrators, and policy-makers who consider parental involvement to be one integral parts of new educational reforms and initiatives Research findings had also shown that a continued effort of parental involvement throughout the child's education can improve academic achievement. Conclusively, students, parents, teachers and school administrators as well as schools benefit from increased parental involvement

Recommendations

Based on the findings, the researcher recommends the following:

1. Secondary schools in Ovia North East Local Government Area should increase communication opportunities between school and home through introducing various opportunities and modalities that are imperative for involving all parents and care givers in the schooling process of their children
2. Parents should actively be organizing and monitoring children's time, helping with home work and discussing school matters regularly with them. Parents should also model the value of learning, self discipline and hard-work in children. If this exercise is persistent, it can facilitate positive improvement in their children's academic achievement
3. public secondary schools should encourage parents to attend Parents Teachers Association meetings. Guidance counsellors should provide literacy awareness to parents in achieving students' educational success.
4. Public secondary schools should also organize orientation and training programmes for parents as such could open their eyes

and minds as to how they can be involved, some may possibly be ignorant of just how to help or be involved with their children's studies.

5. An array of programmes should be offered by the schools so that parents no matter their degree of willingness, available time, ability and social economic status will be able to participate in academic activities of their children.
6. Moreso, teachers can specifically pinpoint areas of needs, weakness or strength of a pupil to the parents so that they can work on it as a way of getting them acquainted to how to help the child. This suggests that parents and teachers are to work in collaboration in order to bring the best out of every pupil, as much as possible.
7. Parents, teachers and the school at large should overcome the age-long gender bias and come to grip with the truth that if all mediating variables are taken care of, boys and girls will both perform well alike and so should start to encourage both

male and female students to be at their best that gender is not a barrier in education

Contribution to Knowledge

This research will be an addition to existing literature on the influence of parental involvement on students academic performance.

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**DEPARTMENT OF EDUCATIONAL MANAGEMENT (DEM)
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**LEVEL OF PARENTAL INVOLVEMENT QUESTIONNAIRE
(LPIQ),**

Dear Respondents,

This is a study on the influence of parental involvement on students' academic performance in public secondary schools in Ovia North East Local Government of Edo State. Please complete the structured questionnaire by ticking the relevant box or filling the blank spaces. If you have any question, please ask before you start. Provide the details below and then proceed to answer the questions. Please note that the information you are giving would be used for research purposes and would be treated with confidentiality.

Thank you for your cooperation.

Anna Makuochukwu EBOH

Section A: Demographic Data

Name of School.....

Gender: Male () Female ()

Section B

S/N	ITEMS	A	SA	D	SD
1	My parents/guardians pay my school fees and other fees promptly				
2	Most times my parents arrange meetings with my teacher to ask about my reading progress				
3	Whenever I am given Assignment/homework from school, my parents assist me in solving them				
4	My parents inquire from my teacher of my academic needs				
5	When examination is approaching my parents talk to my class teacher about preparing me well for the examination				
6	My parents/guardians come to my school regularly to find out whether I am improving or not academically				
7	My parents usually request for feedback on my progress (report cards)				
8	Most of the time, my parents talk to my teachers about disciplinary procedures				
9	My parents provide all necessary learning materials				
10	I am sometimes taken to places of educational interest (e.g. museums, libraries, art galleries)				
11	My parents attend PTA meetings organized by my school				
12	Every time I am encouraged to study hard by my parents				
13	My parents/guardians always call me to ask questions about what is happening in my school.				
14	I have private lesson teachers employed by my parents to handle difficult subjects				
15	Parents participate in extra-curricular activities (such as, sports day, school end of the year				

	party)				
16	My parents are willing to support excursion exercise organized by my school				
17	My parents' guide me in the choice of my school subjects.				
18	My parents spent time with me trying to counsel against negative vices like cultism				

**STUDENTS ACADEMIC PERFORMANCE CHECKLIST (SAPC)
TO BE COMPLETED BY PRINCIPALS**

Name of School:

S/N	Students	Average Scores
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

